

I. ESTABLISHMENT AND SCHOOL DESIGN

1. Provide the following information for the proposed charter school:

- a. The name of the charter school.
- b. The street address of the charter school.
- c. Grade levels to be served.
- d. Number of students to be served by grade level.
- e. Anticipated opening date (month/year).

PROPOSED CHARTER SCHOOLS

Opening	Name	Address	Grades	Capacity
Nov 2005	Behrman, Martin, Elementary	715 Opelousas Avenue, 70114	Pre-K to 8	994
Nov 2005	Eisenhower, Dwight D., Elementary	3700 Tall Pines Drive, 70131	Pre-K to 8	736
Nov 2005	Fischer, William J., Elementary	1801 Whitney Avenue, 70114	Pre-K to 8	734
Nov 2005	Harte, Alice M., Elementary	5300 Berkley Drive, 70131	Pre-K to 8	731
Nov 2005	Henderson, Murray, Elementary	1912 Whitney Avenue, 70114	Pre-K to 8	568
Nov 2005	Karr, Edna, Secondary	3332 Huntlee Drive, 70131	9 to 12	1245
Nov 2005	Rosenwald, Julius, Elementary	6501 Berkley Drive, 70131	Pre-K to 8	635
Nov 2005	Walker, O. Perry, Senior High	2832 General Meyer Avenue, 70114	9 to 12	1570
*	Schwarz	709 Park Boulevard, 70114	Pre-K to 8	160
*	Habans, Paul B., Elementary	3819 Herschel Street, 70114	Pre-K to 8	516
*	Landry, Lord Beaconsfield, High	1200 Whitney Avenue, 70114	9 to 12	1465
*	McDonogh 32 Elementary	800 DeArmas Street, 70114	Pre-K to 8	744
*	Tubman, Harriet R., Elementary	2013 General Meyer Avenue, 70114	Pre-K to 8	691

* Schools to be opened based on demand.

The number of students to be served will depend on the enrollment at each school, up to the school's capacity. Eight charter schools are anticipated to open in November 2005; the other school buildings will open as needed to satisfy additional student demand.

2. Provide a five-year projection of the grades that the school would serve, the number of students to be served in each grade, the number of children expected in each class, and the total number of enrolled students.

This information is provided in the response to item #1.

3. If you are filing this application in conjunction with a college, university, or other higher educational institution, you must provide the information below for each such entity:

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- a letter of intent or commitment from an authorized representative of the higher education organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;
- the name of a contact person for the partner organization; and
- the address, phone number, facsimile number, and e-mail of such contact person for the partner organization; and a description of the nature and purpose of the school's partnership with the organization.

Not Applicable

4. If the charter school will be managed by a for-profit management company or a non-profit management company, then you must provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- A list of all terms, indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contract's renewal and all provisions for termination.

The Orleans Parish School Board will enter into a management contract with the Algiers Charter School Association which will be a nonprofit corporation for the operation of the Algiers charter schools. The initial board of the Algiers Charter School Association will be composed of the members of the Orleans Parish School Board.

Startup funding for the Algiers Charter Schools Association will be provided from the State MFP funds already received for the 05-06 academic year by the Orleans Parish School Board. The Orleans Parish School Board will provide \$500 per student for the projected enrollment of 7,200 students to the Algiers Charter Schools Association as startup funds.

For the remainder of the 05-06 school year, the Algiers Charter Schools Association will receive the monthly pro-rata State portion of the MFP for each student enrolled in the Algiers Charter Schools. It will also receive a \$2,000 per student Charter School Grant, and shall receive all Federal Funds for which it is eligible according to its student enrollment.

For the 06-07 school year and all subsequent school years, the Algiers Charter Schools Association will receive 90% of the total (State and Local portions) MFP per student for each student enrolled in the Algiers Charter Schools. It will also receive all Federal Funds for which it is eligible and according to its student enrollment.

At all times, the Algiers Charter Schools Association will be able to apply for any and all grant moneys for which it is eligible.

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The term of the management contract will be for five years. The management contract will be subject to termination for cause by either party if the other fails to comply with the terms and conditions of the management contract, or upon termination or non-renewal of the charter agreement between the Orleans Parish School Board (OPSB) and BESE. If the OPSB wishes to continue to operate the charter schools directly or with a different management company upon the expiration of the contract, it will first seek BESE approval.

II. SCHOOL MISSION AND SUMMARY

5. Develop and attach the mission statement for the proposed charter school. Describe how the mission provides a clearly articulated vision for a public school that would promote student achievement. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.

Our mission is to prepare every school and every teacher to teach every child, so that all will learn.

6. Provide an "Executive Summary" for the proposed charter school; this summary must include the following elements:

- a detailed explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed area of location;
- a brief description of the proposed school's education program and philosophy; and a description of how that program would implement one or more of the following purposes:
 - improve student learning and achievement and, in general, the public school system;
 - increase learning opportunities and access to quality education for all students, including, in particular, expanded learning opportunities for children "at-risk" of academic failure;
 - encourage use of different and innovative teaching methods;
 - create professional opportunities for teachers, school administrators, and other personnel;
 - provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
 - institute a change from rule-based to performance-based accountability systems for meeting measurable student achievement results.

Executive Summary

The Orleans Parish School Board has elected to establish charter schools to address the needs of the families living on the west bank, and to the extent possible, those families able to move back in to the east bank area. These are the schools with the least amount of storm damage and able to open within the shortest period of time. The creation of these charter schools is advantageous to the citizens of New Orleans for the following reasons.

1. Chartering these schools is the most financially feasible method for re-starting educational services in the Orleans Parish area. These charter schools will be eligible for the \$2,000 per pupil allocation from the federally award charter school grant recently received by the State Board of Elementary and Secondary Education (BESE) to address the needs of students impacted by Hurricane Katrina. This funding will partially replace the local portion of education funding that has been lost due to the economic impact of Hurricane Katrina on Orleans Parish. These charter grant funds will be leveraged with all other state and federal funds available to these schools to support the re-opening of these schools in a timely and effective manner. Schools that re-open in the Orleans Parish School System that are not chartered will be ineligible for this additional funding source and will have no funding source to replace the local funding that has been lost due to the hurricanes' economic impact on the area.
2. Chartering these schools will provide the appropriate infrastructure and instructional innovation to improve the educational performance of these schools and their students. See Table 1 below for the performance of the west bank schools since the beginning of state wide Accountability. Ten of the thirteen schools on the west bank are currently performing below the state average for all schools. Eight of these schools have School Performance Scores below 60 and are identified as Academically Unacceptable by the state. Over the past 6 years of the Louisiana Accountability System, these schools have shown little improvement in their performance. At least 2 of the higher performing schools on the west bank, Eisenhower Elementary and Alice Harte Elementary, have shown a decline in performance over the last 3-4 years.

Table 1 West Bank School's SPS from 1999 to 2004

School	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Martin Behrman Elementary School	42.7	39.6	44.9	44.9	49.4	47
Eisenhower Elementary School	83.1	91.2	87.8	87.8	71	63.3
William J. Fischer Elementary School	14.1	18.8	33.9	33.9	49.3	65.3
Paul B. Habans Elementary School	45.9	53.6	55.7	55.7	55.2	59.6
Alice M. Harte School	108.8	106.1	108.1	108.1	104.3	104
Murray Henderson Middle School	52.5	49.4	43.6	43.6	27.6	32.5
Edna Karr Magnet School	92.8	109	111.2	111.2	117.3	122.7
L.B. Landry High School	15.3	20.6	18.9	25.6	21.8	27.9
McDonogh #32 Elementary School	20.6	26.4	33.7	33.7	38.6	37.7
Harriet Tubman Elementary School	33.6	56.3	56.7	56.7	56.6	63.4
Julius Rosenwald Accelerated School	29.1	44.8	47.1	47.1	52.9	56.1
O. P. Walker Senior High School			31.8	31.8	27	34.4
New Technology High School	New School – Accountability Results are not yet available					

The Orleans Parish School System policies currently consist of over a one foot thick set of documents that have not been reviewed for consistency and necessity in the past 20 years. The obstacles and complications of operating schools and providing appropriate services to students that are caused by this mass of policy make real innovation in educational service delivery impossible. The charter schools resulting from the approval of this application would be freed from these policies and would be able to start fresh developing policies and procedures that are in the best interest of the students and that will best meet these students' instructional, social, and emotional needs.

Chartering of all Algiers schools will allow for a seamless system of education from PreK through 12th grade that will result in improved student performance at all levels. The instructional program for all schools in the Algiers Charter School District would be grounded in scientifically based research strategies identified through national research, including the work of the National Reading Panel and the President's Commission on Excellence in Special Education and would be based on a the three-tier model for instruction and behavior management.

This model will utilize the Louisiana Comprehensive Curriculum as the core instructional program. Appropriately aligned assessments will be utilized on a regular basis to monitor student progress and to determine the need for additional interventions with students who are not progressing in the core curriculum. Students who are identified for additional intervention will be provided with strategic/tier 2 intervention in addition to the core curriculum instruction to address the students' individual needs as identified through the progress monitoring assessments. Strategic intervention will be provided with specialized materials, smaller groups, specially trained interventionists, and additional instructional time daily. Additional Tier 3 instruction will be provided for students who continue to experience academic difficulties and will provide more intensive intervention for these students based on their individual needs. This instructional model will be utilized for all students and will ensure

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that all students progress appropriately and remain on grade level. The concept of deep curriculum alignment will be threaded throughout the instructional program enhancing the connection among the written, taught, and assessed curriculum.

One of the elements missing from the current Orleans educational structure is an alternative school or program addressing behavioral needs of students. More often times than not, students presenting challenging behaviors within the instructional setting have not been provided with appropriate interventions to address their coping skills, along with the support needed to assist them in transitioning back into the traditional classroom setting. Through the use of the nationally recognized structure of School Wide Positive Behavior Support, the Algiers Charter School Association will provide the necessary professional development and the implementation of the three-tier intervention model for behavior to help teachers learn how to address these challenging behaviors through their regular classroom management and instructional programs and will provide additional supports for students who exhibit more extensive behavioral challenges.

The primary prevention tier of the School Wide Positive Behavior Support System will consist of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. For example, to prevent injuries to students caused by running in hallways, schools may develop Primary Preventions by 1) establishing and teaching the rule, "walk in the hallways;" 2) creating a routine in which staff station themselves in the hallways during transition times to supervise the movement of pupils; or 3) altering the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways. Research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. Finally, the use of Primary Prevention strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools across the United States and Canada. In effect, by teaching and encouraging positive student behavior (i.e., positive behavior support), we reduce the "white noise" of common but constant student disruption that distracts us from focusing intervention expertise on the more serious behavioral issues.

Primary Prevention, through positive behavior support, does work for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, it will not work for everyone. For students for whom primary prevention is not successful, the SWPBS model outlines a system that includes Secondary Prevention that provides intensive or targeted interventions for these students. These interventions involve small groups of

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students or simple individualized interventions, such as a social skills club, check in/check out, and a Behavior Education Plan .

Even with Primary and Secondary Prevention in place, a small percentage of students within a school may still exhibit patterns of problem behavior that are dangerous, highly disruptive and/or impede learning and result in social or educational exclusion. Through the SWPBS model, the Algiers charter schools will be able to support the behavioral adaptation of students with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even student with no diagnostic label, while maintaining these students in the general education setting. Tertiary Prevention involves a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed.

Chartering these schools would provide the opportunity to develop the only model in Orleans Parish for an appropriate program for integrating positive behavior support, discipline, and alternative programming in to the local schools. Through the use of a School Wide Positive Behavior Support model, the need for removal of students from the general education program for disruptive behaviors will be substantially reduced. For those students who must be placed in an alternative program, these programs will be designed to allow students to continue to access the general education environment as appropriate and will ensure that these students continue to have high quality instruction that will enhance their ability to return to the general education environment.

The professional development model for the Algiers charter schools will be based in the Louisiana Teacher Advancement Program (TAP) in partnership with the Milken Family Foundation. This model will provide a structure of embedded professional development to all faculty and staff working within the Algiers Charter Schools. In these schools, teacher will meet in cluster groups bi-weekly to focus on professional growth. The work done in these cluster groups will target research based strategies and student achievement. The focus of the cluster groups will be the examination of student work and behavior analyses to determine appropriate instructional and behavioral interventions. Teachers will discuss the implementation of these strategies in the cluster groups and will receive support from the master teacher and

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mentor teacher who are charged with oversight of the cluster groups. The TAP model will provide new opportunities for teachers who perform at high levels and have the desire and qualifications to move along a career continuum of as many as six levels through the creation of master and mentor teachers. TAP will allow for performance driven salary increases based on the value teachers have added to student learning on an annual basis both individually within their classroom and school-wide. Through the principles embedded in TAP, teachers will be provided time to work and learn with colleagues supporting improved teaching based on student needs. The implementation of the TAP model will support the implementation of the three tier model for instructional and behavior management by building the skills, knowledge, and expertise of teachers through on-going collaboration with and support from their colleagues and other educational experts.

III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM

7. Provide a copy of the proposed school's calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

The Algiers Charter Schools will follow the Orleans Parish School Calendar for the remainder of the 2005 – 2006 school year. The Charter schools will open November 2005. For the 2006 – 2007 school year, the Charter schools will provide a minimum session of 182 days, of which at least 175 days shall be scheduled to provide the required instructional time, and not less than two days shall be for professional development.

Once the Orleans Parish School Board approves a calendar, the Algiers Charter School Association shall adopt that calendar. However, the calendar is subject to change based upon approval of the Algiers Charter School Association. A revised calendar will meet all state regulations regarding minimum time requirements.

8. Provide the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, i.e. language arts, mathematics, science, social studies, foreign language, physical education; the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.

The Algiers Charter Schools will adhere to Louisiana's minimum requirements for instructional time allotments for all grades.

Kindergarten through Third Grade

Students in grades K-3 will receive 165 minutes per day in language arts; 60 minutes in mathematics; 45 minutes in science, social studies, and the arts; and 30 minutes in physical education.

Kindergarten students are grouped heterogeneously for all subjects. Grades 1-3 are grouped homogeneously for language arts and heterogeneously for the remainder of the subjects. Ninety minutes of the daily allotment of instructional time for Language Arts will be dedicated to systematic, explicit instruction in the five components of early reading instruction based on the three-tier model for reading instruction. Students will have 45 minutes per day with instruction in the arts and have 30 minutes of physical education. During the health and physical education class students will have the minimum 16 hours of substance abuse education.

K-3

Content	Daily Minutes	Weekly Minutes
Language Arts	165	825
Mathematics	75	375
Science/Social Studies	45	225
Physical Education	30	150
Art	45	225

Sample Schedule:

Time	Content
8:20-8:30	Homeroom
8:30-10:00	Reading
10:00 – 11:15	Language Arts
11:15-12:00	Lunch
12:00-1:15	Mathematics
1:15-1:45	Physical Education
1:45-2:30	Arts
2:30-3:15	Science/Social Studies

Fourth and Fifth Grade

Students in grades 4-5 will have 120 minutes daily in language arts. The classes are grouped homogeneously for language arts and heterogeneously for the remainder of the subjects. The students will have 75 minutes per day in mathematics, 45 minutes each in science and social studies, 30 minutes per day in physical education/ health, and 45 minutes per day in the arts. The additional 150 minutes per week are given to mathematics and art. During the health and physical education class students will have the minimum 16 hours of substance abuse education.

4-5

Content	Daily Minutes	Weekly Minutes
Language Arts	120	600
Mathematics	75	375
Science	45	225
Social Studies	45	225
Physical Education	30	150
Art	45	225

Sample Schedule:

Time	Content
8:20-10:30	Literacy/ Language Arts
10:30-11:15	Social Studies
11:15-12:00	Arts
12:00-12:30	Lunch
12:30-1:00	Physical Education/Health
1:00-2:15	Mathematics
2:15-3:15	Science

Grades 6-8

Grades six, seven, and eight are housed in a separate facility and organized as a middle school, therefore, the sixth grade will adhere to the minimum requirements for seventh and eighth graders. The middle school uses the 7-period-day option with a modified block component. Students receive 90 minutes daily in both language arts and math, and 45 minutes each in the following subjects: social studies, science, and two physical education/arts/exploratory classes.

6-8

Content	Daily Minutes	Weekly Minutes
Language Arts	90	450
Mathematics	90	450
Science	45	225
Social Studies	45	225
Physical Education	45	225
Electives	45	225

Sample Schedule:

Time	Content
8:20-8:30	Morning Meeting
8:30-8:45	Homeroom
8:45-9:30	PE/Arts/Exploratory Elective 1
9:30-10:15	PE/Arts/Exploratory Elective 2
10:15-11:45	Language Arts
11:45-12:15	Lunch
12:15-1:45	Mathematics
1:45-2:30	Social Studies
2:30-3:15	Science

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Banking Time

Beginning with the 2006 – 2007 school year, each month the charter district will dismiss school for one day at noon so teachers may participate in professional development sessions planned around student work. To accomplish this, an additional 25 minutes per day is added to 170 days in order to provide the minimum number of instructional minutes required by the state. Each grade level is responsible for detailing how the instructional minutes will be spent, but the grade levels must adhere to the minimum requirements of each subject area. This plan will exceed the minimum requirements from the state by 2,470 minutes. Teachers will be compensated for the additional time.

Month	Total Days and Minutes of Instruction
August	11 full days @ 385 minutes = 4235 minutes
September	19 full days @ 385 minutes = 7315 minutes 1 half day @ 190 minutes = 190 minutes
October	21 full days @ 385 minutes = 8085 minutes 1 half day @ 190 minutes = 190 minutes
November	16 full days @ 385 minutes = 6160 minutes 1 half day @ 190 minutes = 190 minutes
December	15 full days @ 385 minutes = 5775 minutes 1 half day @ 190 minutes = 190 minutes
January	20 full days @ 385 minutes = 7700 minutes 1 half day @ 190 minutes = 190 minutes
February	16 full days @ 385 minutes = 6160 minutes 1 half day @ 190 minutes = 190 minutes
March	22 full days @ 385 minutes = 8470 minutes
April	17 full days @ 385 minutes = 6545 minutes 1 half day @ 190 minutes = 190 minutes
May	13 full days @ 385 minutes. = 5005 minutes 5 half days @ 190 minutes = 950 minutes
Total Instructional	67,730

9. Provide a description of the student achievement goals for the proposed school's educational program. Student academic achievement performance must be measured using Louisiana's state assessment and accountability programs.

In 2006-2007 Algiers Charter School students will perform in the following manner on state assessments:

- Each subgroup identified will meet or exceed the state established annual measurable objective for reading and math.
- Each school will meet or exceed the Growth SPS established for them by the Louisiana Department of Education.

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10. Provide assurances that the school will either adopt Louisiana's Comprehensive Curriculum Framework or will align another curriculum to the state's comprehensive curriculum. The curriculum chosen must be aligned with Louisiana's Content Standards and Grade Level Expectations.

The Algiers Charter Schools will use the *Louisiana Comprehensive Curriculum* (LCC) that encompasses the Grade Level Expectations. All curriculum programs will enable each student to make continuous and substantial academic achievement. The alignment of all selected instructional resources to the LCC will be documented through the use of the tools provided within the professional development related to the implementation of the LCC. As teachers grow professionally through the TAP structure, they will be able to submit to the Algiers Charter District staff enhanced learning activities to be included within the curriculum documents. The design of these learning opportunities will meet all state performance standards and be deeply aligned to the content, context, and cognitive level of the LEAP and iLEAP assessments.

11. If the charter school would serve the 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.

The Algiers Charter School District will contain the 12th grade at no more than four of the selected thirteen schools. The graduating students will be required to meet the minimum requirements set by the Louisiana Board of Elementary and Secondary Education for earning a high school diploma as defined in Bulletin 741, Chapter 23, Section 2319. Each student will be required to pass both the math and English Language Arts parts of the GEE, and either the social studies or science part of the GEE.

IV. SPECIAL STUDENT POPULATIONS

12. Pursuant to LA-R.S. 17:3996(C) a charter school must comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. LA-R.S.17:3991(B)(7) requires that an applicant for a charter school demonstrate how its education program will meet the needs of the at-risk pupils to be served, which include students identified as "exceptional" pursuant to LA-R.S. 17:1943. The responsibilities of an LEA for the purposes of special education are set forth in LA-R.S. 17:1947.

Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school. When addressing each assurance please describe the policies, procedures and programs that will be used to meet the needs of special education students in accordance with federal and state law and regulations.

We give the following assurances regarding the provision of special education and 504 services to children enrolled in the west bank school:

- The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to LEAs. In addition, the school will adhere to all provisions of state law relating to students with disabilities, including Bulletin 1706.

We will hire individuals who will work in dual roles to provide IDEA and 504 services within the district. These individuals will work in a second capacity at the school level to assist in the appropriate implementation of the three-tier model of intervention in the areas of reading, math and behavior. These individuals will be certified in the areas of assessment, counseling, social work, and/or school psychology services. Contracts will be established for other types of services such as nursing, occupational therapy, and physical therapy services as needed. The Algiers Charter School Association will seek to contract with medical providers within the community, such as West Jefferson Hospital, for medically related services. The primary focus of the Algiers Charter School Association is to provide intervention services to students through

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the three tier intervention model to reduce the number of students referred to special education and to address the issue of over identification of black males in special education.

- The school will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:
- have available a free appropriate public education (FAPE) as defined in LA-R.S. 17:1943, and 34 CFR § 300.13 and § 300.300;
- are appropriately evaluated in accordance with LA-R.S. 17:1945 and 34 CFR § 300.320, § 300.321, and § 300.530 through 543;
- are provided with individualized education programs (IEPs) that meet the requirements of LA-R.S. 17:1945(C)(2), are developed, reviewed, and revised for each child with an exceptionality in accordance with LA-R.S. 17:1945(C)(4) and 34 CFR § 300.340 through § 300.350;
- receive an appropriate education in the least restrictive environment as defined in LA-R.S. 17:1946 and 34 CFR § 300.550 through § 300.556;
- are involved in the development of and decisions regarding the IEP, along with their parents;
- are afforded, along with their parents, the procedural safeguards required by LA-R.S. 17:1945(C)(3), LA-R.S. 17:1952, 34 CFR § 300.500 through § 300.514; and 34 CFR § 300.660 through § 300.662; and
- are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary.
- The school will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include assisting in the retention of qualified and/or licensed personnel to compose the school's multidisciplinary team to conduct special education assessments; participating on each IEP team; determining if entering students have IEPs; ensuring that any required reevaluations are performed; and ensuring that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act of 1990.

We will hire an individual certified in the area of special education to coordinate the services for students suspected or identified of being in need of special education services. Due to the small enrollment of the schools operated by the Algiers Charter School Association, this will not be a full-time position, but rather a position within the district office that has one or more additional responsibilities such as federal program services or elementary curriculum. This individual will be responsible for the delivery of services (as described above) to students and will serve as the liaison between the school and contracted consultants.

- **The school will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.**

Appropriate identified school building level staff will convene annually for IEP meetings with parents to discuss student progress in meeting student learning goals and objectives. Progress reports will also be issued to parents every nine weeks. Parents of children receiving intervention services through the three-tier model will be provided with student progress reports in the form of monthly progress monitoring charts in the area (reading, math and/or behavior) for which the student is receiving the intervention.

- **The school will abide by the applicable provisions of IDEA, the Family Educational Rights Privacy Act of 1974 and LA-R.S. 17:1947(A)(7) in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.**

Personnel will adhere to all FERPA guidelines regarding student information. Students' records will be kept in a locked file in a secure location with limited access. Parents of students with disabilities will be provided the opportunity to inspect and review their child's education records upon request.

- **The school's special education coordinator will retain such data and prepare such reports in order to permit the charter school and the Department of Education to comply with federal law and regulations.**

This requirement will be a part of the Algiers Charter School Association's special education coordinator's job description.

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- The school will comply with its obligations under the Child Find requirements of IDEA (34 CFR § 300.125) and state law (LA-R.S. 17:1947(A)(2)), and will provide appropriate notification to parents in connection therewith.

We will comply with Child Find requirements of IDEA and state law. This will include documenting efforts of ongoing identification activities conducted to identify and locate each student within the jurisdiction of any of the Algiers charter schools suspected of having a disability, in need of special education and related services, and meeting criteria as stated in Bulletin 1706. On-going identification activities apply to highly mobile students with disabilities and student who are suspected of having disabilities. In the process of implementing these regulations, the suspected needs will be discussed with parents. Algiers Charter School Association will request that the Agency designated by the State Department assist in this endeavor. The coordination of Child Find activities will become one of the responsibilities of a school-based social worker and will be supervised by the Association's Special Education Coordinator as follows:

- track referrals and evaluation activities for each student suspected of having a disability.
 - ensure that the collection and use of data are kept confidential.
 - provide parents with a copy of all safeguards and the opportunity for an explanation of these rights.
 - ensure that activities assigned under IDEA – Part C are performed
 - have knowledge of and adherence to all regulations regarding Child Find activities as stated in IDEA and Bulletin 1706.
- The charter school will retain qualified and/or licensed personnel to conduct special education assessments (including related services) and participate as members of the multidisciplinary assessment team for students who may be defined as "exceptional." When addressing this assurance, please describe how the charter school holder will access qualified and/or licensed individuals to perform evaluation services.

We will hire individuals who will work in dual roles to provide IDEA and 504 screening and evaluation services within the district. These individuals will work in a second capacity at the school level to assist in the appropriate implementation of the three-tier model of intervention in the areas of reading, math and behavior. These individuals will be certified in the areas of assessment, counseling, social work, and/or school psychology services. Contracts will be established for or related services such as nursing, speech therapy, occupational therapy, and physical services as needed. The Algiers Charter School Association will seek to contract with medical providers within the community, such as West Jefferson Hospital. The primary focus of the Algiers Charter School Association will provide intervention services to students through the three-tier intervention model to reduce the number of students referred to

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special education and to address the issue of over identification of black males in special education.

- The charter school will convene an IEP team as required by LA-R.S. 17:1945(C)(3), 34 CFR § 300.340 through § 300.350.

Appropriate identified school building level staff will convene annually for IEP meetings with parents to discuss student progress in meeting student learning goals and objectives. Progress reports will also be issued to parents every nine weeks. Parents of children receiving interventions services through the three tier model will be provided with student progress in the form of monthly progress monitoring charts in the area (reading, math and/or behavior) in which the student is receiving the intervention.

- The charter school will have in effect, consistent with LA-R.S. 17:1953 and 34 CFR § 300.380 through § 300.382, a comprehensive system of personnel development designed to ensure an adequate supply of qualified special education, regular education and related services personnel.

Through the implementation of the Teacher Advancement Program, the Algiers Charter School Association will work to recruit, retain, and professionally develop highly qualified teachers to provide enhanced instruction at all levels within the district.

- The charter school will adopt and maintain standards consistent with any state-approved or state-recognized certifications or licensing requirements to ensure that personnel necessary to carry out state and federal special education requirements are appropriately and adequately prepared and trained.

The Algiers Charter School Association is committed to making sure all individuals in the system either hired or contracted to provide special education services will be appropriately certified/licensed and adequately trained.

- Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State Department of Education.

The Algiers Charter School District Association will ensure that all school personnel involved in the provision of special education services will participate in local, state, and national training and technical assistance seminars as funding allows.

Description Of Education Program

The goal for all students receiving special education services in Algiers charter schools will be to provide the appropriate types of assistance so that the students can be academically successful within the least restrictive environment. To this end, the services described in the sections below will be implemented.

Special Education Personnel

Algiers Charter School Association will hire an individual certified in the area of special education to supervise and coordinate 504 screening along with special education and related services. Additionally, the association will hire the number of full time special education teachers based on the needs of the students enrolled within the system. Teachers will be based in one school at best, but there may be a need to hire qualified individuals to become itinerate teachers working between no more than two schools.

The Algiers Charter School Association will hire speech therapist to provide related services in speech and language, as well as provide interventions within the three-tier intervention model for reading. If additional related speech and language services are needed, the district will contract with outside certified individuals. The remaining related services such as occupational therapy, physical therapy, and adaptive physical education will be contracted with external providers.

School base personnel with the assistance of the school building level committee will manage the 504 Plan services.

Class Size

The pupil teacher ratio will be in accordance with the guidelines as set forth in Bulletin 1706, Part B.

Services

The Algiers Charter School Association personnel will provide the following specific special education services to students with disabilities.

- 1) Identification of students who may be in need of special education services (through a continuous and systematic effort). All teachers will be trained to identify students who may be experiencing learning difficulties or who may be gifted or talented. Students experiencing difficulties in reading, math or behavior will be provided with early intervention services through a three-tier model. During this period of intervention, parents will receive monthly progress charts documenting the students' response to intervention. When a child is not responding to the intervention and has been at tier three, school personnel and/or the teacher will inform parents of their desire to screen a

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student to determine if a more thorough assessment is necessary. The results of the screening and other information regarding the child's performance will be brought to the Student Assistance Team (SAT) to determine whether a child needs to be referred for a more formal assessment.

2) Review of assessment information, collected from a variety of sources, will be utilized to determine where a more formal evaluation is needed:

- Standardized test data such as LEAP 21, iLEAP provides valuable information in helping to determine how a student is performing relative to his/her same age peers.
- Formal and diagnostic assessments, such as DIBELS, the WRAT, the TOWRE, and Hawthorne scales will also yield important information that the teacher can use to identify students' strengths and weaknesses.
- Screening instruments such as the Renzulli-Hartman and other screening instruments for talented in visual arts, theater, and music will be used to identify strengths in students who may be academically gifted or talented.
- Informal assessments developed by the teacher will also be used to identify students' strengths and weaknesses.
- Functional behavioral assessment data as well as Hawthorne scales might be required to help make a determination.

Any combination of the assessment information described above will add to the Student Assistance's Team recommendation to conduct a formal evaluation of the student.

3) The referral process will assess screening information to make a decision about whether or not to conduct a formal educational assessment. The referral will be made by the SAT to the Algiers' Charter School Association Coordinator of Special Education Services. No child will be considered for special education assessment without progress monitoring charts documenting response to intervention. This person will coordinate additional assessment with school based appraisal staff. Parental consent will be obtained before any evaluation is conducted.

4) The evaluation process will determine a student's educational needs, based on all of the formal and informal assessment information collected. When evaluation for special education is completed and a student is determined eligible for services, staff from the appropriate school and the child's parents will meet to develop the student's IEP. Meetings will be held annually to review and, if appropriate, revise each student's IEP.

School staff will meet with the parents of entering students with pre-existing IEPs, ideally prior to the start of school, to review and if appropriate, revise their IEPs.

The educational services specified in each student's IEP will be provided. The Algiers Charter School Association will be committed to the education of students with disabilities to the maximum extent appropriate with their non-disabled peers. Actual implementation of services and the integration of services into the overall educational program will be designed by the special education instructors, Algiers Charter Schools administrators, and regular education teachers who are responsible for delivering any of the services specified in the IEP.

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Bulletin 741 outlines the required course of study for all students in Louisiana public schools, in grades K-8. Teachers of special education students must follow these requirements regardless of the student's Least Restrictive Environment (LRE). A description of the specific educational program that will be provided for students will be determined once they are enrolled in the school.

5) Staffing of qualified, required personnel will be provided by Algiers Charter Schools with other necessary and appropriate personnel contracted from outside sources.

6) Adequate facilities will be provided by Algiers Charter Schools to allow pupils with disabilities access to programs and interactions with students who do not have disabilities.

The schools will comply with the provisions of Section 504 of the Rehabilitation Act of 1973 which state that a person cannot be excluded on the basis of disability alone from any program or activity receiving federal funds. They will also comply with the Americans with Disabilities Act (ADA) which provides civil rights protections against discrimination to citizens with disabilities. Program accessibility will be ensured through nonstructural changes such as redesign of equipment; procurement of accessible educational technology; utilization of assistive technology; reassignment of classes or services to accessible buildings; and assignment of aides to students.

7) Parent involvement and due process regarding parental rights and responsibilities will comply with state and federal laws, rules, and regulations. School based appraisal personnel will work with school staff to convene IEP meetings with parents and respond to parent concerns about the educational program. The school staff will meet on their own with the parents of students receiving 504 services.

8) Professional development will be provided to assist teachers in meeting the needs of all their students, including those with disabilities or who are gifted and talented. Algiers Charter Schools staff (regular and special education) will participate in Louisiana Department of Education workshops and other training opportunities locally, regionally, and nationally to improve their ability to effectively teach a wide range of students (as funding is available).

9) Transportation, if necessary, will be arranged through the service provider contracted with the Algiers Charter School Association. Request for transportation for this purpose is covered in another section of this application.

10) Instructional resources specific to the needs of particular students with disabilities or for students who are gifted and talented will be provided as necessary. The school's special education coordinator; the curriculum and instruction coordinators and reading and math teachers will identify resources that will be most useful in helping students to achieve academically, or to maximize their personal skills and talents. Reference to those resources identified by the Louisiana Department for K – 3 reading will be used.

11) Extended School Year Program (ESYP) will be provided for students with disabilities, as outlined in bulletin 1706, if they meet the criteria. The Louisiana Department of Education has established program standards for extended school year

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services. The Algiers Charter Schools will develop LDE approved eligibility criteria to determine the need for ESYP services.

12) Pupil Progression Plan guidelines for Algiers Charter Schools will be developed according to Bulletin 1706 inclusive of the annual Pupil Progression Plan for promotion of students receiving special education services in grades K-8. The guidelines are consistent with the requirements of Bulletin 1706.

13. Attach a description of the program design, methods and strategies for serving Limited English Proficiency (LEP) students in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- the process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- the manner in which the applicant will ensure that LEP students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
- the description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;
- a description of the educational soundness of the program model pursuant to which LEP students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all LEP students;
- a statement that affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school;
- a description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all LEP students including:
- a description of how staff, curricular materials, and facilities will be used;
- a statement that affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;

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- a description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related desegregation of data that will facilitate a program review and the measurement of progress of LEP students over time;
- a description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.

Although there has been a rather limited need for services to Limited English Proficient students due to the small number of these students enrolled in the Orleans Parish School System, it is expected that with the current and future efforts to rebuild New Orleans, workers will be brought into the cities whose children will qualify at Limited English Proficient services. In order to best address the needs of these students, it will be critical for the Algiers charter schools to provide a high quality program for these students.

The following is a description of the Limited English Proficiency program design, methods, and strategies that will be provided.

Program Operations

The program will also follow the Louisiana Department of Education and the U.S. Department of Education policies and procedures for providing educational services to English Language Learners which are aligned with Title VI of the Civil Rights Act of 1964 and the Equal Educational Act of 1974.

- At the beginning of the school year, students who register at the school for the first time will be given the home language survey. Students who qualify for English proficiency testing (i.e., those who live in homes where a second language is spoken) will be administered an English Proficiency Test approved by the Louisiana Department of Education. Based on these results, school staff, in consultation Louisiana Department of Education Bilingual/ESL personnel, will determine how the student's needs will be adequately met at Algiers Charter Schools. Placement will be based on the student's language needs, grade placement, and his/her residence. It will also ensure that LEP students are not misplaced or tracked inappropriately in other classes.

The Algiers Charter School Association will require that all ESL students take the English Language Development Assessment (ELDA) at the beginning and end of the year to determine progress and proficiency level.

Program Coordination & Curriculum

Algiers Charter School Association will ensure that ESL students receive services from a certified ESL teacher. The ESL teacher will take the lead in coordinating services to students who are identified as English Language Learners and their parents as well as working with school staff to help them understand how to work successfully English Language Learners.

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The school's program will focus on helping students become proficient in the academic areas outlined in the Louisiana English Language Development Standards. Those standards focus on student mastery of listening, speaking, reading, and writing skills. The Algiers charter schools will also adopt and use the Louisiana English/Language Arts curriculum for English Language Learners (ELL) in grades K-8.

The program will be based on best practice research for helping English Language Learner (ELL) students improve their English language skill. Specifically, the curriculum used by the ESL teacher will focus on increasing the comprehensibility of class material; increasing interaction between ELL students and their classmates, and increasing students' thinking skill (i.e., analysis, synthesis, and evaluation). The research shows that these three instructional principles, when integrated into the class curriculum, leads to significant language improvement for students, even those whose primary language is English.

1. Increasing comprehensibility will require teachers to provide non-verbal clues to help students to decipher the meaning of spoken language. The student can then match the words with their meaning obtained through non-verbal clues. Non-verbal clues can be demonstrations, pictures, gesture, graphic organizers, etc. Other ways to accomplish this include breaking assignments down into small units and providing frequent comprehension checks.
2. Increasing interaction between the ELL and his/her peers. The thinking here is that learning language is made easier in small group settings (i.e., cooperative learning) because peer language is generally less complex than the teacher's language. These interactions also give the students a chance to actively participate and try out their ideas and language in a small, comfortable setting.
3. Increasing thinking skills strategies such as thinking out loud and asking follow-up questions. Visual support to reinforce concepts is also helpful in improving students' thinking skills.

In addition to using the above principles, we affirm that Limited English Proficiency (LEP) students will not be categorically excluded from curricular and extra-curricular activities. To the contrary, they will be encouraged to participate in as many activities with their non-LEP peers as possible.

LEP students in the Algiers Charter Schools will be administered the LEAP, iLEAP, and ELDA and other grade appropriate standardized tests. Scores will be used to remediate and plan curriculum. ESL personnel will monitor students' progress until the students exit the program or school.

Program placement and parental consent will be provided in the appropriate language based on the native language spoken in the home. Translators, where possible, will be provided at parent teacher conferences and at all school activities and functions.

V. PARENT, STAFF, AND COMMUNITY SUPPORT

14. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. Your response should include plans to build family-school partnerships that focus on strengthening support for learning and encouraging parental involvement in school operations, including monthly or quarterly reporting to parents.

The Algiers Charter Schools will follow the requirements of Title I, Parental Involvement as established in the No Child Left Behind Act. A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores and enroll in higher level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education.

Each school will develop, jointly with parents of children attending the school a written school parental involvement policy that describes how the school will carry out the parental involvement requirements such as a school-parent compact.

A parent-teacher association will be established in each school. Through this vehicle, various activities bringing together parents, children, and teachers will be developed. These activities will address the development of parental knowledge around the curriculum being delivered and the level of expectations the teachers hold for student performance. Parents will be provided with opportunities for teacher conferences and to participate in the development of school improvement plans.

Communication

Parents will receive information in the following ways:

- Teacher correspondence (weekly communications from every elementary teacher) and monthly for students receiving interventions
- Conferences (quarterly conferences for every student)
- Interim Reports (mid-quarter reports for all students)
- Report Card (quarter reports for all students)
- Notice/Flyers (periodic communications regarding special activities)
- Office Bulletin Board (calendar in school offices)
- Staff E-mails (a directory of staff emails)

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The Algiers Charter School Association will develop a web site to provide parents with up to date information. Each school will develop a link on this site to afford parents an opportunity to access current school specific information and staff emails for ongoing correspondence.

15. Attach the proposed school's policy for reporting at the end of each semester to parents of pupils enrolled in the school, the community, the local school board and the state board as required by LA-R.S. 17:3991(B)(9).

Algiers Charter School Association will provide the following reports to the groups listed above:

1. School Progress Report to Parents, the Community, and the Board of Elementary and Secondary Education [17:3991(B)(9)]

This report will be disseminated twice annually, four weeks after the conclusion of the first semester, and eight weeks after the school term ends. The second report will serve as the annual report.

2. Progress Reports on Students to Their Parents [17:3991(B)(9)(21)]

At the end of each quarter, parents will receive a copy of the students' grades from each class. Additionally, parents will receive mid-quarter reports on student progress each quarter.

3. Comprehensive Report to Orleans Parish School Board as Chartering Authority [17:3998(A)(2)]

This report will be submitted following the third year of Algiers Charter Schools' operation. It will summarize information from previous annual School Progress Reports and annual site visit reports.

4. Regular Reports on Student Attendance

Algiers Charter School Association will complete regular reports on student attendance to submit to the OPSB in compliance with all applicable regulations.

5. Other Reports to the Board of Elementary and Secondary Education

Algiers Charter School Association will file any other reports as required by the Board of Elementary and Secondary Education.

16. Attach the policies of the proposed policy for handling complaints from parents, community individuals, or groups.

The Board of Directors expects that all complaints will be handled in a serious manner. The following policy has been established to respond to any such complaints:

Complaints regarding Algiers Charter School District school/staff should be made directly to the Charter Schools Director. The Director is directly responsible for all

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matters that occur at the schools. The Director will determine the urgency of the matter and will respond accordingly.

If, however the complaint is against the Director, the concern should be placed in writing and sent to the President/Chairman of the Algiers Charter School Association. Otherwise, the matter should be taken up with the Director.

If the Director does not handle the matter satisfactorily then, the complaint should be put in writing and sent to the President/Chairman of the Algiers Charter School Association. The President/Chairman will meet with the aggrieved party. A response from the President/Chairman will be placed in writing after the meeting. An unsatisfactory response from the President/Chairman can be appealed to the Board of Directors.

Such an appeal may be made to the Board President following the response from the President/Chairman. The board will act on the matter at a board meeting.

All correspondence should be sent to the Algiers Charter School Association's address and addressed to the person from whom a response is requested.

Only in rare cases, will the individual be allowed to present the matter in person to the full board.

VI. SCHOOL GOVERNANCE

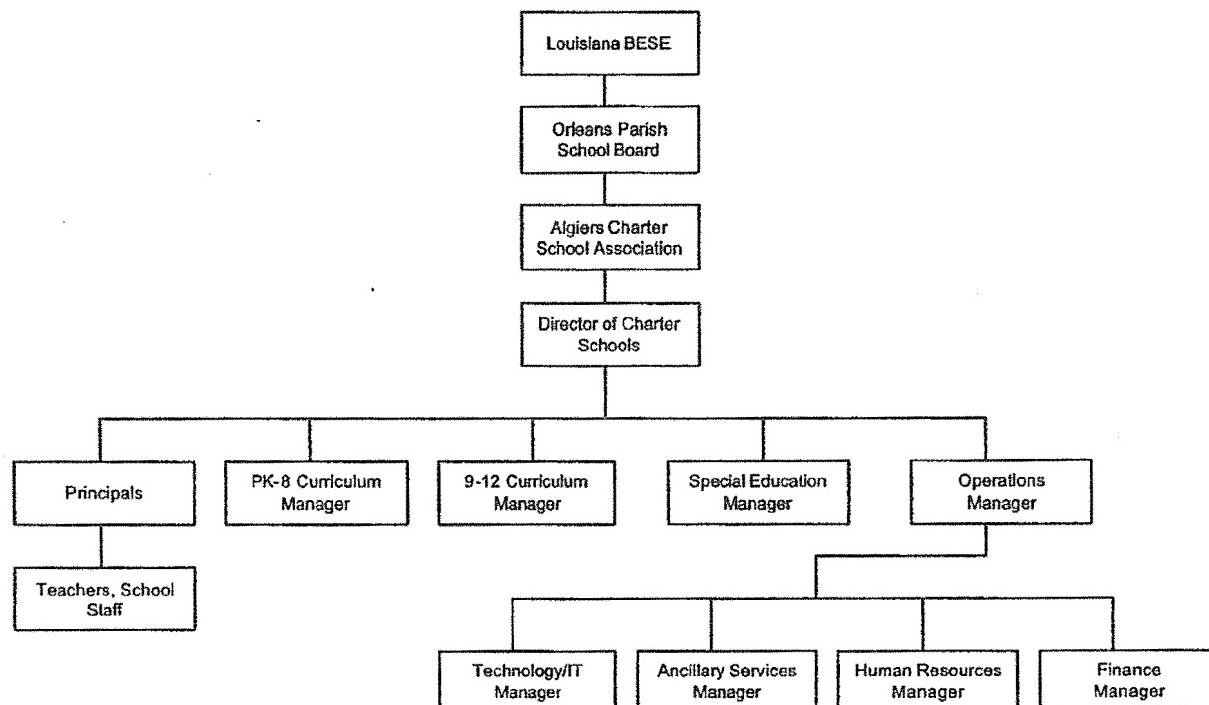
17. Describe the responsibilities and obligations of the local school board in the governance of the proposed charter school.

The Orleans Parish School Board will delegate the responsibility for all academic, curriculum, administrative, operational and ancillary services relating to the day-to-day operation of the charter school(s) to the Algiers Charter School Association and its director which will have absolute and sole authority to establish and administer all academic, curriculum, administrative, operational and ancillary services matters. The Orleans Parish School Board will provide general oversight and will monitor the status and progress of the charter school(s) via regular reports from the director of the Algiers Charter School Association to the Orleans Parish School Board at the school board's meetings.

18. Provide an organizational chart for the school and a narrative explanation of the chart. This information must clearly reflect the reporting structure of staff to the school director and to the board. If the LEA will contract with a company for management services for the charter school, explain that company's role in the organizational structure of the school.

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Algiers Charter School Association Organizational Chart



The Director of Charter Schools will report directly to the Algiers Charter School Association and its Board.

The following functions and personnel will directly report to the Director of Charter Schools:

- School principals, who will in turn supervise all school staff
- Curriculum managers (PK-8 and 9-12)
- Special Education Manager
- Operations Manager

The Operations Manager will oversee all non-academic personnel. The following functions and personnel will directly report to the Operations Manager:

- Technology/IT Manager
- Ancillary Services Manager
- Human Resources Manager
- Finance Manager

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The Ancillary Services Manager will be responsible for all of the contracted outsourcing services. The following services are anticipated to be outsourced and overseen by the Ancillary Services Manager:

- Repairs and Maintenance/Facility Management
 - Custodial Services
 - Security
 - Student Transportation
 - Food Service Management
 - Health Services (if this is not outsourced, nurses will report to principals)
 - Payroll
 - Special Education outsourced services (e.g., evaluation services), with the assistance of the Special Education Manager
19. The charter school must be operated in compliance with:
- established management and administrative practices;
 - generally accepted accounting principles and standards of fiscal management;
 - standard financial accounting reporting requirements, including audit requirements;
 - student and school performance;
 - special education and Limited English Proficient (LEP) program requirements;
 - state and federal grant programs, including all reporting requirements;
 - all BESE and Department of Education reporting requirements, including student count reporting;
 - reporting annual school and student performance to students, parents and the public;
 - all applicable state and federal law, rules and regulations; and
 - all terms of the charter agreement.

The Algiers charter schools agree to meet the all of the requirements of this item.

VII. SCHOOL POLICIES

20. List any waivers to or exemptions from local school board policy to which the charter school will be exempt.

The Algiers Charter School Association shall be exempt from all Orleans Parish School Board policies. The OPSB policies have become cumbersome and voluminous over the years, currently consisting of over a one-foot thick stack of documents. These policies have not been reviewed in the last 20 years for consistency or necessity and are prohibitive to innovation and provision of educational services in the best interest of the students served. The chartering of these schools will allow a fresh start in the development of child-centered policies and procedures that will improve student outcomes. The association will comply with all applicable laws and regulations, and will develop its own policies as needed.

21. Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- a description of the jurisdiction within which a pupil shall reside or otherwise be eligible to attend a public school in order to be eligible for admission;
- the required anti-discrimination criteria
- the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
- an outreach plan including strategies for publicizing the school and recruiting prospective students;
- the specific targeted student population (if any);
- the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted;
- the waiting list process, including the length of time a waiting list will be maintained. Outline the procedures for enrollment priority for siblings (if applicable) of students enrolled in the charter school for

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- year one; and
- subsequent years;
- the procedures for student withdrawal from the school; and
- if applicable, the preference procedures in place for a conversion school.

All schools will have an open enrollment policy for students who reside in Orleans Parish. The enrollment and admissions process will ensure equal access for all students regardless of intellectual ability as ascertained by an intelligence quotient examination, race, religion, gender, ethnicity, national origin, or identification as an exceptional child [LA-RS 17:3991(B)(3)].

Eligibility Priority

Enrollment priority will be given to students in the following order.

1. Students enrolled in the school prior to the hurricane
2. Siblings of students enrolled in west bank schools prior to the hurricane
3. Students currently residing on the west bank
4. Students currently residing on the east bank

Note: Families living in Orleans Parish prior to Hurricane Katrina who have been displaced and are now residing in surrounding parishes will qualify for enrollment in the Algiers charter schools through the Families in Transition/Homeless policy below.

In future years, the Algiers Charter School District will continue to give preference to students who are currently enrolled in their schools. Siblings of currently enrolled students will be given second priority in future years of the charter

Enrollment Documentation

Applicants must provide documentation that they are live in the attendance boundaries of the New Orleans Public Schools by providing proof of residency with the admission application.

The following documents are acceptable proofs of residency:

State Driver's License	Sewerage/Water Bill
State Identification Card	Welfare Card
Utility Bill	W-2 Form
Telephone Bill	Property Tax Form
Voter Registration Card	Payroll Check Stub
Current Lease	Vehicle Registration

Applicants from Families in Transition (living with someone and does not have proof of residence in own name)/Homeless may satisfy the domicile requirements for Algiers Charter School District by contacting the appropriate

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District/State Department of Education Office for the Education of Children and Youth in Transition (Homeless).

An individual is not required to disclose information on documents that does not pertain to verification of domicile and may remove or obliterate such information. The parent/legal guardian is responsible for making all copies of required documents regarding residency requirements.

Any concerns that the school determines are relevant to attendance, tardiness, and/or the general welfare of the child, may be cause to initiate either announced and/or unannounced home visits by appropriate personnel. Failure to meet the domicile requirements or falsification of admissions documents may result in a recommendation for dismissal unless the individual can verify information.

Lottery

If the school has a surplus of students qualifying for admission, a lottery will be used to determine acceptances. The President/Chairman will conduct the lottery with the Director of the Charter Schools, at least one Principal and at least one member of the Board of Directors.

Waiting List

A waiting list will be maintained of all applicants who are unable to enroll in the schools through the above process due to these schools reaching their enrollment capacity.

22. Describe how the charter school will meet the at-risk enrollment requirement in LA-R.S. 17:3991(B)(1).

The at-risk enrollment population will be reflective of that found in the Orleans Parish School District. There are no significant changes in current eligibility criteria that would impact the percent of at-risk percentage up or down.

23. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

General Code of Appearance

Administrators and teachers of The Algiers Charter School Association shall enforce dress and grooming guidelines that promote the successful operation of the schools. The school site administration shall be the final judge as to neatness and cleanliness of wearing apparel and whether or not such apparel is appropriate, disruptive, distracting, or in violation of health and safety rules. The General Code of Appearance shall not restrict the school administration's authority to implement Student Uniforms if determined appropriate at a later date.

24. Provide a description of the food services to be provided by the charter school.

Algiers Charter Schools Association will contract with a third-party vendor to provide food services. This provider will be responsible for the planning of school menus, the procurement and preparation of meals, and assisting with clean-up after meals.

25. Describe plans for transportation of students to and from the charter school.

Algiers Charter Schools Association will contract with a third-party vendor to provide transportation to and from students' homes and for other trips associated with academics and athletics. The vendor would be responsible for the screening, hiring, and training of bus drivers; for securing, storing, insuring, and maintaining the vehicles to be used for transportation; and for all associated insurance. In addition, the vendor would be responsible for the planning of appropriate bus routing. The schools are considering multiple vendors for these responsibilities, including RTA, Laidlaw International, First Student, Coach USA, National Express Corporation. The schools intend to bid out these services to determine which vendor can successfully meet their transportation needs at the best price.

Parents of students may choose to enroll their children in after school programs at the schools. Parents will be responsible for providing transportation after school for their students leaving school after regular dismissal.

26. Describe plans for health services to be provided by the charter school, or options under consideration.

Algiers Charter Schools Association has not made a final decision on plans for health services. At this point, the schools are deciding between keeping health professionals on staff and managing their own health program, or seeking out a third-party contractor which would be responsible for the hiring and managing of school health providers, as well as for guaranteeing all school health regulations are followed.

27. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA.R.S. 44:1 et seq, remembering that the non-profit corporation must also comply when acting in their capacity of the governing board of the charter school.

The Algiers Charter School Association's policies and procedures for compliance with the Louisiana Public Records Act will mirror the requirements of the Louisiana Public Records Act. The Algiers Charter School Association shall comply with all requirements of the Louisiana Public Records Act.

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28. Attach the proposed school's policies and procedures for complying with the Family Educational Rights Privacy Act (FERPA), 20 U.S.C. 1232g.

The Algiers Charter School Association's policies and procedures for compliance with the Family Educational Rights and Privacy Act (FERPA) will mirror the requirements of FERPA. The Algiers Charter School Association shall comply with all requirements of FERPA.

29. Attach the proposed school's policies and procedures for complying with the Louisiana Open Meetings Law, LA-R.S. 42:4.1 et seq.

The Algiers Charter School Association's policies and procedures for compliance with the Louisiana Open Meetings Law will mirror the requirements of the Louisiana Open Meetings Law. The Algiers Charter School Association shall comply with all requirements of the Louisiana Open Meetings Law.

30. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

At a minimum, the procedures should include the following elements:

- *how to transfer student records to the school district or location of the charter school and to provide a copy of such records to each student's parent or legal guardian;*
- *how to transfer students;*
- *the process for holding public meeting(s) to provide information on the school's dissolution to parents;*
- *how to transfer the school's fixed assets and cash on hand to BESE or to a recipient designated by BESE;*
- *how to designate one or more trustees as stewards of school records (financial and operational), and*
- *a commitment to establish an escrow account of no less than \$25,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment should be reflected in your first year budget.*

In the event of dissolution of the charter schools, students, student records, and schools shall revert to the Orleans Public School Board.

VIII. PERSONNEL

31. Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- the procedures for hiring and dismissing school personnel;
- the school's qualifications for hiring teachers, school administrators and other employees;
- a complete job description and responsibilities for all staff members; and
- the procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses;
- any employment benefits offered; and
- salary ranges for all employees.

Our goal is to hire the best, highly qualified, certified teachers to teach at The Association opening in November and thereafter. We want our teachers to not only be strong academicians, but interested in the mission of The Association and the development of our community.

All employment decisions with The Association will be under the authority of the Director of Charter Schools. Hiring of all faculty and staff will be based on the prospective employee's ability to fulfill the mission of their individual school. The Director of Charter Schools has the responsibility of hiring and the authority to dismiss each individual school principal. The individual school principal has the authority to hire and dismiss the assistant principal(s) and all other school personnel based on the policy described below.

The Association will be an equal opportunity employer for all applicants and employees. The Association will not unlawfully discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, marital status, disability, or citizenship. The Algiers Association will comply with applicable state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and with respect to individuals with disabilities.

First Year Hiring Process:

- Using general job descriptions, we will advertise each position and specific school qualifications, for interested and qualified professionals. We will direct

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interested candidates to an outsourced, third party, Human Resources (HR) call center for teachers to apply.

- The call center will take information from teachers who meet the criteria and forward it to The Association.
- Using designated criteria, each individual school Principal will select staff with the assistance of an Association Human Resource Professional.
- Once selected, the Association HR Professional will arrange and conduct interviews with each candidate.
- If the candidates pass the interview, the final selection will be made by the HR Professional and Principal, prior to offering the position to the employee.
- If there are vacancies after the interview process, the Principal can select from the available pool and begin the process again until all positions are filled.

Teacher Selection Criteria

Certified:

- Teachers (in middle and high school) must have all of the following:
- 1) a major in the subject they teach
- 2) credits equivalent to a major in the subject
- 3) passage of a state-developed test
- 4) HOUSSE (for current teachers only)
- 5) an advanced certification from the state or a graduate degree.
- Multiple certifications will be preferable, but not required.

Highly Qualified:

- Must have a bachelor's degree, a full state certification or licensure and,
- Must have proof that you know each subject you teach.

Experience:

- Must have previous experience in the same role

Notwithstanding any other provision of Louisiana State law, it shall be unlawful for The Association to employ or pay any teacher or other employee from federal, state or local public funds, or for the Superintendent to recommend to The Association the employment of any teacher or other employee, if the teacher or other employee is the father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law of the Superintendent, or of any member of the Board.

If housing is a problem, NOPPS and The Association will explore options with FEMA to secure housing.

Future Hiring Process

It is our intent in the future to profile the primary roles in the school, develop detailed job descriptions, and define key behavioral based questions for behavioral panel interviews. We intend to conduct panel interviews and assign each panel member a specific area or discipline on which to focus.

Procedures for Dismissing, Disciplining, and Terminating School Personnel

All employees will be hired under an annual contract and their employment will expire at the end of their annual contract. In the event the school does not have funding, the

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school will attempt to give the employee written notice at least 10 calendar days before termination.

The Principal, with the approval of the Director may terminate or suspend the employment of any employee if he/she determines that the employee has failed to fulfill the duties and responsibilities of the position and/or failed to demonstrate the qualities outlined in the job description, or if other good cause exists. If work performance for any employee is not satisfactory, the following types of corrective action may be taken:

- a) Employee will be put on an Assistance Plan and given specific, written suggestions of actions necessary to restore employee to good standing.
- b) Employee may be placed on probation with defined time limits, within which another performance review will be conducted and frequent observations will be made.
- c) Employee may be dismissed if the poor performance is severe enough to warrant such action or no improvement has been made at the end of the defined time limits.

On those occasions when the performance review process and assistance plan continue in unfavorable assessment and prognosis, it is the Principal's responsibility, with the director's approval, to make the decision not to renew an employee's contract and to inform him/her in person of the specific reasons for that decision.

Employees have the right to appeal the Principal's termination decision to the Personnel Committee. The Personnel Committee decision is final. The Personnel Committee will be a rotating group made up of members of The Association, from the schools and Human Resources. The by-laws of the Personnel Committee will be defined by the committee in its inception.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Principal as soon as possible, but at least 10 calendar days before the effective date of resignation.

In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

Employee Grievance Procedure

In the event of a dispute involving employment practices or the enforcement of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their grievance following the procedures outlined below. The good faith effort shall be documented, including problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. This documentation will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

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1. The employee may submit his/her grievance in writing to The Association Personnel Committee within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written grievance, The Association Personnel Committee shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but no event later than 20 days after receipt of the written grievance and after notification to the employee.
3. The Association Personnel Committee will hold a hearing and render a decision, as established by a majority vote of the members of the Personnel Committee. If the Director or any member of the personnel committee is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within five working days of the completion of the final hearing. Any such proceedings shall be conducted in closed session, unless otherwise requested by the employee. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing.
4. The decision of the Personnel Committee shall be final unless appealed by the employee to Director, who may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal must be submitted to The Director within five days of the decision of the Personnel Committee. After receiving an appeal request, the Director shall schedule a meeting with the Personnel Committee to consider such an appeal as soon as administratively practical. Any Association employee or affiliate, who is an interested party, shall excuse themselves from any reviews of Personnel Committee decisions. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee.

Qualifications for hiring teachers and school administrators

School Administrators

Every effort will be made to hire a Principal who is an experienced school administrator with academic credentials, business and management experience.

Teachers

As required by state law, at least seventy-five percent of the teachers will be certified by the state board. Teachers who are not certified will be actively pursing certification. Teachers who are not currently certified will meet the following requirement: Be authorized under law or state board regulation to teach temporarily while seeking a regular certificate.

Job Overviews and Reporting Responsibilities

The position descriptions below include broad overviews of the primary responsibilities of the various positions at The Association. Fully developed job descriptions will be written by The Association Director and Human Resources.

Principal

The Principal will serve as the leader of the individual charter school, accountable to The Association Director and responsible for keeping them informed about the

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operation of the school and for working with them to develop Association policies and goals. The Principal will create management systems for all funding sources, prepare financial reports, and oversee all financial matters as required by law and Association policy. In addition, the Principal will directly supervise site-based bookkeepers and monitor all activities including money collection, identification of vendors, and contracting services.

Assistant Principal

The Assistant Principal will aid the Principal in managing the day-to-day operations of the school. The Assistant Principal will be responsible for student support and discipline, staff support and development, campus activities and other areas as needed.

Business Data Manager

The Business Manager will assist the Principal in the management of accounts. He/she will use the school's computerized accounting and management systems created by the Principal. The business manager will process daily financial transactions, receive and record all monies, prepare deposits, process orders and manage supplies, equipment and fixed assets at his or her school site. He/she will also obtain, organize, and distribute student records.

Secretary

The secretary will be responsible for managing the school office. The secretary will provide administrative support to the Principal, assistant principal and other staff as needed. The secretary will be responsible for payroll, including gathering and recording employee time worked, managing time sheets and distributing payroll checks.

Teacher (Regular)

These persons will be certified to provide instruction in grades K-8 or High School. The Association teachers must agree to meet the needs of individual students.

Teacher (Special Education)

The Special Education teacher will be certified to provide instruction in grades K-8 and/or High School.

Instructional Aides

Instructional aides assist the regular and special education teachers in the classroom.

Librarian

The school librarian will be responsible for managing the library and the schools media resources. He/she will teach library skills such as research and reference skills. The librarian will also promote reading across all grade levels.

Counselor

The counselor will serve as a guidance and resource person to all middle and high school students.

Social Worker

The social worker will be involved in social action designated to improve educational and psycho-social conditions for children and families of the school district.

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Substitute Teachers

Site-based substitutes will provide school support services as needed.

**Procedure Regarding the Implementation of LA-RS. 15:587.1 and BESE Policy for Charter Schools Relative to Criminal Offenses
Policy for Criminal Offenses**

The Association will ensure the implementation of the BESE Policy for Charter Schools Relative to Criminal Offenses.

No person who has been convicted of a crime or who has pleaded nolo contendere to a crime listed in R.S. 15:587.1© shall be hired by an Association Charter School for a position of supervisory or disciplinary authority over school children including teaching and non-teaching roles.

No person who has been convicted of or who has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be hired by an Association Charter School.

The Association shall adhere to all policies and procedures mandated by the State Board concerning criminal history review for public school employees. The criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The history shall include a fingerprint check and background check.

The Association employees shall be responsible for all costs associated with the criminal history review.

Employment Benefits Offered

We will conduct a review of comparable charter schools employee benefits. Potential benefit options may include the following:

- Long Term & Short Term Disability
- Medical Insurance
- Dental and Vision Insurance
- Term Life Insurance
- Retirement
- Social Security
- State and Federal Unemployment Insurance
- Worker's Compensation Insurance

Employment Benefits

Employees of The Association will no longer be employees of Orleans Parish School Board. As such, Orleans Parish School Board employees will not receive grandfathered sick or vacation leave days, but rather will receive equal benefits to all Association employees. This will include the following:

Expected Work Days

- A. All employees are required to work according to the schedule and dates stated in their employment agreements. Full-time staff are expected to be present at the school from 15 minutes prior to the beginning of the normal school day to 15 minutes after the normal school day, unless other arrangements are approved by the Director.

- B. In addition, teachers are required to participate in programs related to their professional duties that may be held outside school hours. These days include teacher in-service sessions conducted within the regular work hours, staff meetings, parent-teacher-student conferences, and two informational nights. Teachers may also be required to participate in 30 hours of additional duties per year.

Teachers, counselors, librarians, and social workers will be expected to work 175 student days and 12 professional development days a year. Some employees will also be requested to teach summer school.

Sick Leave Policy

Employees of The Association will receive the following sick leave benefits on their first day of employment:

- Up to 30 days of medical furlough is available on an "as-needed" basis upon documented medical necessity in each six year period of employment.
- Unused days in any six year period do not accumulate or carry forward. An employee begins each seventh year of employment with 30 days, regardless of whether any, all, or none of the 30 days from the prior six year period were used.
- Using any medical furlough days requires that a teacher's balance of available sick leave days must be 25 or less.
- Medical documentation provisions:
 - Certification by the teacher's physician that the furlough is medically necessary.
 - The employing school Principal may require the teacher to be examined for verification by a physician of the board's choice and at the board's cost.
 - If the employee's physician and The Association physician disagree as to the medical necessity for the furlough, a third physician is to be selected from a rotating list for examination of the teacher or non-teacher at The Association's cost.
 - The opinion of the third physician determines the issue.
- Detailed medical information is confidential, but all physician statements are to be by sworn statement. False swearing is punishable as a crime, under present law.
- No additional gainful employment is permitted during a medical furlough. Violation of this prohibition requires repayment of all salary and other benefits received for days on the furlough.
- Time while on furlough is regular service time at two-thirds pay.
- Disability insurance will be made available.

Vacation Leave Policy

Paid vacation is earned only by employees who are in a regular position and are scheduled to work for 12 months/year. Employees in these positions earn vacation at the rate of one workday for each month worked in the school year, beginning July 1. An employee may earn no more than ten vacation days per school year. All vacation days earned by June 30 in one school year must be used by the end of December in the following school year.

Personnel on Leave from a Local School Board

The Association employees, who, previous to their employment at the charter school, were employees of the local school board, may request a leave of absence up to three years. This allows a three-year period to decide on permanency of charter school employment. If a teacher requests to return to the school system, he or she will retain the status, rights, and benefits gained prior to the authorized leave [LA-RS 17.3997(B)].

The Algiers Charter School Association Teachers

The Association teachers are assured a position at The Association for the first year of the charter. Subsequently, each teacher will be evaluated semi-annually based on an agreed upon job description using established performance reviews. The Association teachers will not be tenured.

Retirement Benefits

Individuals who were employed by a local public school system, and who are currently participating in the Louisiana Teacher Retirement System of Louisiana or any other Louisiana retirement system will be eligible for staying with their system or choosing to join The Association 401k. Any new employee will be eligible for The Association 401k.

Collective Bargaining

The Association will not participate in any collective bargaining agreements.

Salary Ranges

The Association will perform an official analysis of similar charter schools before determining an appropriate salary range for employees of The Association. The proposed budget uses the salary scale of New Orleans Public Schools.

32. LA.R.S. 17:3991(C)(6) provides that a charter school must employ teachers certified by the state board or the French Ministry of Education for at least seventy-five percent (75%) of the instructional staff employed by the charter school. The remaining portion of the instructional staff (25%) shall meet at least one of the following requirements:

- Be authorized under law or state board regulation to teach temporarily while seeking a regular teaching certificate.
- Have at least a bachelor's degree or at least ten years of experience related to the teaching position for which he is being hired, demonstrate exemplary skills in his field of expertise, and be providing instruction under the supervision of a certified teacher.

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Any individual who makes an application for employment under this provision shall be employed based on a determination of the applicant's qualifications by the charter school.

These requirements are addressed in item 31.

33. **Explain the method(s) that will be used to evaluate teachers and other instructional staff.**

The Association will develop a personnel evaluation system that abides by the State requirements in Bulletin 1525 – Guidelines for Personnel Evaluation.

A. Confidential Personnel File

The Association shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All documents placed in the personnel file will have been signed by all concerned parties.

B. Professional Development Portfolio

All instructional and professional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement. After an initial meeting between the Principal or direct supervisor and the employee, at which time mutual goals are reviewed and a professional growth program is developed, the employee will create the Portfolio, and include samples of classroom, school or administrative work, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

C. Employee Observations

All employees will be observed on an ongoing basis by the Principal or their direct supervisor, using both formal and informal observations. Formal observations will include a pre-observation conference as well as a post-observation conference. First-year employees shall have at least two formal observations prior to the three-month review outlined in Section D, below. Prior to the six-month review, described in Section D, at least two additional formal observations will be conducted for first-year employees. Returning staff will have three formal observations prior to the six-month review described in Section E, below. Results of formal observations, consisting of the employee's and the Principal's or direct supervisors observations and recommendations, will be put in writing and included within the employee's own Personal Development Portfolio and the school's personnel file. Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature.

D. Formal Reviews - First Year Employees

For all first year employees, there shall be a formal review three months after the start of the school year. The purpose of the three-month review shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. In addition, at the three-month review, the employee will provide feedback to the Principal

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or direct supervisor on the Principal's or direct supervisors job performance and the Principal or direct supervisor will share with the employee his/her own self-assessment. Any written feedback or self-assessment materials may be placed into the Principal's personnel file. After six months from the start of the school year, a second review will be held to determine progress made toward the improvement plan. At that time, the Principal will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

E. Formal Reviews - Returning Employees

For returning staff, there shall be a formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's personal plan and professional growth program described above in Section B. In addition, the employee will provide feedback to the Principal on the Principal's job performance, and the Principal will share with the employee his/her own self-assessment. Any written feedback and the Principal's self-assessment may be placed into the Principal's personnel file. At that time, the Principal will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

F. Principal Evaluation

The Principal shall be evaluated by the Personnel Committee of The Association prior to the end of each year's contract based on criteria set forth by job responsibilities. Results shall be in writing and included in the employee's Personal Development Portfolio and personnel file.

G. Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

IX. FINANCIAL ACCOUNTABILITY

34. Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for the funding.

The attached start-up budget details the anticipated revenue and expenses for Algiers Charter Schools Association.

Start-up expenditures are estimated at approximately \$3.6 million. These expenditures represent costs associated with pre-admission: staff planning and hiring, professional development, communication to parents, legal work, instructional supplies and textbooks, and making improvements and preparations to the existing facilities.

**Algiers Charter Schools Association
Startup Budget**

Description	Amount	Assumption
REVENUES		
Startup Allocation of State MFP	\$ 3,600,000	Based on 7,200 students x \$500 per student, a portion of the State MFP funds received July-September 2005
TOTAL REVENUES	\$ 3,600,000	
EXPENDITURES		
Personnel Salaries	55,417	
Benefits	16,625	30% estimated benefit cost
Legal Services	150,000	
Office Supplies and Materials	15,000	
Instructional Supplies and Textbooks	1,800,000	Based on \$250 startup cost per student
Utilities (all)	40,000	
Utility Deposits	120,000	
Human Resource Outsourcing: Hiring Assistance	100,000	
Repairs, Maintenance, Custodial, Security Services	50,000	
Additional Technology Support	75,000	
Computer Purchase & Replacement	500,000	
Additional Startup Costs/Contingency	650,000	
TOTAL EXPENDITURES	\$ 3,572,042	

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35. Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.

See attached schedules.

Revenues for the Algiers Charter Schools Association would be from both the State and Local portions of the MFP and from federal funds and other grants made available. The Algiers Charter Schools Association would receive 90% of the total MFP per student for each enrolled student (state and local share), and it would receive all Federal funds and other grants according to its eligibility and enrollment.

The major assumptions for expenditures are as listed in the attached schedule.

The monthly projections of the first year budget assume that school-related costs will be concentrated during the academic year, with other costs spread evenly over the full 12 months of the fiscal year.

A budget for the remaining 05-06 academic year is also included to demonstrate operations until the first full academic year, 06-07.

The annual and partial year budgets both provide for the added salary and other expenses associated with summer school instruction. The budgets also provide for the extra salary expense from those days that are required for training purposes outside of the academic year.

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**Aiglers Charter Schools Association
Budget, July 2006-June 2007**

Description	Amount	Assumption
REVENUES		
State MFP	\$ 21,967,200	7,200 students at 90% of the state MFP per pupil of \$3,390
Local MFP	20,211,120	7,200 students at 90% of the local MFP per pupil of \$3,119
Federal Title moneys	5,356,800	
Other Grants	1,643,760	
Carry Forward Revenues from First Partial Year	3,737,896	
TOTAL REVENUES	\$ 52,916,776	
EXPENDITURES		
Personnel Salaries	23,875,627	
Benefits	7,022,243	30% estimated benefit cost
Legal Services	350,000	
Teacher Professional Development	1,000,000	Based on historical costs and participation
Audit / Accounting Service	300,000	\$150K for audit, \$25 per quarter for writeups, outsourced payroll, other accounting
Technical Services	400,000	\$50K per school
Water / Sewerage	400,000	
Disposal Services	100,000	
Repairs and Maintenance Services	800,000	\$100K per school
Custodial Services	1,120,000	\$140K per school
Security Service	240,000	\$30K per school; security officers, alarm monitoring, all other security services (fully outsourced)
Rental of Equipment and Vehicles	200,000	Estimated annual cost for copiers at all buildings
Student Transportation Purchased	3,240,000	Estimated 90% participation, \$2.50 per day cost, 200 school days
Telephone and Postage	320,000	\$40K per school
Advertising	20,000	
Printing and Binding	50,000	
Food Service Management	250,000	Outsourced to near breakeven status
Office Supplies	250,000	
Instructional Supplies and Textbooks	1,800,000	\$250 per student ongoing
Other Materials and Supplies	500,000	
Natural Gas	240,000	\$30K per school
Electricity	600,000	\$75K per school
Other Energy	100,000	
Furniture and Fixtures	150,000	
Equipment	200,000	
Accountability Services	600,000	\$75K per school; testing costs
Purchased Psycholog./Eval. Services	320,000	\$40K per school
Fingerprinting & Background Check	24,850	Per new employee
Health Services	350,000	
Building Improvements	400,000	\$50K per school
Building Repairs	600,000	\$75K per school
Insurance	1,400,000	
Computer Purchase & Replacement	350,000	
Extracurricular	400,000	
Contingency	1,000,000	
TOTAL EXPENDITURES	48,972,721	

Algiers Charter Schools Association
Budget by month, July 2006-June 2007

Description	Amount	Jul-06	Aug-06	Sep-06	Oct-06	Nov-06	Dec-06	Jan-07	Feb-07	Mar-07	Apr-07	May-07	Jun-07
REVENUES													
State MFP	\$ 21,967,200	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600	1,830,600
Local MFP	20,211,120	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280	1,684,280
Federal Title moneys	5,350,800	446,400	446,400	446,400	446,400	446,400	446,400	446,400	446,400	446,400	446,400	446,400	446,400
Other Grants	1,643,780	136,980	136,980	136,980	136,980	136,980	136,980	136,980	136,980	136,980	136,980	136,980	136,980
Carry Forward Revenues from First Partial Year	3,737,896	3,737,896	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	\$ 52,916,776	7,838,136	4,098,240										
EXPENDITURES													
Personnel Salaries	23,875,627	358,134	1,396,724	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749	2,351,749
Benefits	7,022,243	105,334	491,557	702,224	702,224	702,224	702,224	702,224	702,224	702,224	702,224	702,224	702,224
Legal Services	350,000	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
Teacher Professional Development	1,000,000	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333
Audit / Accounting Service	300,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Technical Services	400,000	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333
Water / Sewerage	400,000	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333
Disposal Services	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Repairs and Maintenance Services	800,000	66,667	66,667	66,667	66,667	66,667	66,667	66,667	66,667	66,667	66,667	66,667	66,667
Custodial Services	1,120,000	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333
Security Services	240,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Rental of Equipment and Vehicles	200,000	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667
Student Transportation Purchased	3,240,000	-	251,100	332,100	332,100	332,100	332,100	332,100	332,100	332,100	332,100	332,100	332,100
Telephone and Postage	320,000	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667
Advertising	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Printing and Binding	50,000	4,167	4,157	4,187	4,187	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Food Service Management	250,000	3,750	17,500	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Office Supplies	250,000	20,633	20,633	20,633	20,633	20,633	20,633	20,633	20,633	20,633	20,633	20,633	20,633
Instructional Supplies and Textbooks	1,800,000	-	720,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000
Other Materials and Supplies	500,000	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667
Natural Gas	240,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Electricity	600,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Other Energy	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Furniture and Fixtures	150,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Equipment	200,000	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667
Accountability Services	800,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Purchased Psycholog./Eval. Services	320,000	-	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	-
Fingerprinting & Background Check	24,850	-	12,425	2,485	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	-
Health Services	350,000	5,250	24,500	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	5,250
Building Improvements	400,000	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333
Building Repairs	600,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Insurance	1,400,000	116,667	116,667	116,667	116,667	116,667	116,667	116,667	116,667	116,667	116,667	116,667	116,667
Computer Purchase & Replacement	350,000	-	175,000	-	-	-	-	-	175,000	-	-	-	-
Extracurricular	400,000	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000
Contingency	1,000,000	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333
TOTAL EXPENDITURES	48,972,721	1,417,468	3,385,806	5,185,559	4,599,316	4,599,316	4,599,316	4,599,316	4,775,559	4,599,316	4,599,316	4,599,316	4,598,074

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Algiers Charter Schools Association Budget, November 2005-June 2006 (partial academic year)		
Description	Amount	Assumption
REVENUES		
Charter School Grant	\$ 14,400,000	
State MFP	16,272,000	
Federal Title moneys	5,356,800	
Other Grants	1,643,760	
TOTAL REVENUES	\$ 37,672,560	
EXPENDITURES		
Personnel Salaries	15,604,985	Pro-rated for partial year
Benefits	4,681,496	30% estimated benefit cost
Legal Services	350,000	
Teacher Professional Development	1,000,000	Based on historical costs and participation
Audit / Accounting Service	300,000	\$150K for audit, \$25 per quarter for writeups, outsourced payroll, other accounting
Technical Services	266,667	\$50K per school; pro-rated for partial year
Water / Sewerage	266,667	Pro-rated for partial year
Disposal Services	66,667	Pro-rated for partial year
Repairs and Maintenance Services	533,333	\$100K per school; pro-rated for partial year
Custodial Services	746,667	\$140K per school; pro-rated for partial year
Security Service	160,000	\$30K per school; security officers, alarm monitoring, all other security services (fully outsourced); pro-rated for partial year
Rental of Equipment and Vehicles	133,333	Estimated annual cost for copiers at all buildings; pro-rated for partial year
Student Transportation Purchased	2,160,000	Estimated 90% participation, \$2.50 per day cost, 200 school days; pro-rated for partial year
Telephone and Postage	213,333	\$40K per school; pro-rated for partial year
Advertising	13,333	Pro-rated for partial year
Printing and Binding	50,000	
Food Service Management	166,667	Outsourced to near breakeven status
Office Supplies	250,000	
Instructional Supplies and Textbooks	450,000	Partially covered by startup costs
Other Materials and Supplies	333,333	Pro-rated for partial year
Natural Gas	160,000	\$30K per school; pro-rated for partial year
Electricity	400,000	\$75K per school; pro-rated for partial year
Other Energy	66,667	Pro-rated for partial year
Furniture and Fixtures	100,000	Pro-rated for partial year
Equipment	133,333	Pro-rated for partial year
Accountability Services	600,000	\$75K per school; testing costs
Purchased Psycholog./Eval. Services	320,000	\$40K per school
Fingerprinting & Background Check	24,850	Per new employee
Health Services	233,333	Pro-rated for partial year
Building Improvements	400,000	\$50K per school
Building Repairs	600,000	\$75K per school
Insurance	1,400,000	
Computer Purchase & Replacement	350,000	
Extracurricular	400,000	\$50K per school
Contingency	1,000,000	
TOTAL EXPENDITURES	33,934,664	

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36. Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for comprehensive general liability, workmen's compensation, comprehensive automobile liability, property liability, and errors and omissions liability.

The Algiers Charter School Association will have the option of either securing their own insurance coverage, where it pays the costs directly, or to be included on the master policies of the Orleans Parish School Board, including comprehensive general liability, workmen's compensation, comprehensive automobile liability, property liability, and errors and omissions liability. If included on the OPSB's master policies, it will be charged a pro-rata share of this insurance coverage.

X. SCHOOL FACILITIES

37. If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use. Describe how the facility is currently used or how it was used in the past. Explain why the site will be a suitable facility for the proposed charter school. Identify any and all organizations or individuals that will be using the facility in addition to the proposed charter school.

- (a) The Orleans Parish School Board owns all sites. The sites will be occupied solely by the Algiers Charter School Association. As these sites currently house schools, continuing their use as educational facilities is appropriate.

The use of any site by any other group or entity (e.g., community organizations) is subject to the approval of the Algiers Charter School Association.

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- (b) A description of the 8 school facilities anticipated to open in November 2005 are as follows:

<u>Current Full Name</u>	<u>Address</u>	<u>City Zip</u>	<u>School Phone</u>	<u>Site Area sq ft/ft²</u>	<u>Date of GDSBL</u>	<u>Building Designation</u>	<u>Individual Bldg Areas sq ft</u>	<u>Total Bldg Area sq ft</u>
Behrman, Martin, Elementary School	715 Opelousas Avenue	70114	363-1001	140,793 3.23	1929	Main Bldg. 1st Floor Main Bldg. 2nd Floor Main Bldg. 3rd Floor Field House	48,884 38,873 35,003 13,790	134,550
Eisenhower, Dwight D., Elementary	3700 Teal Pines Drive	70131	398-7125	281,896 6.01	1968	Main Bldg. 1st Floor Main Bldg. 2nd Floor Portable(s)	39,967 21,043 4,512	130,225
					1972	Portables	12,000	
					1971	Classroom ???	11,504	
					1974	Gymnasium	15,170	
					1974	Addition	28,030	
Fischer, William J., Elementary School	1801 Whitney Avenue	70114	363-1008	50,088 1.84	1968	Main Bldg. 1st Floor Main Bldg. 2nd Floor Cafeteria	27,203 27,203 8,625	63,031
Harto, Alice M., Elementary School	5300 Barkley Drive	70131	398-7101	418,080 9.55	1953 1953 1953 1953 1953 1953 1957 1963 1968 1968 1968	Admin. Bldg. Cafeteria Bldg. Boiler Bldg. Kndgn. Wing Wing 1 Wing 2 Wing 3 Portable(s) Portable(s) Portable(s)	2,050 7,115 933 3,175 10,561 9,420 10,818 6,018 6,016 2,112	58,214
Henderson, Murray, Elementary School	1912 Whitney Avenue	70114	363-1032	137,500 3.16	1957 1957 1968	Classroom Bldg. Admin. And Cafeteria Classroom Addn.	23,800 7,436 15,774	46,810
Kerr, Edna, Secondary School	3332 Hunches Drive	70131	398-7115	438,431 10.06	1963 1965 1966 1971 1978	Main Bldg. 1st Floor Main Bldg. 2nd Floor Portable(s) Portable(s) Toilet Bldg. Counselor's Suite	74,880 36,550 6,018 6,018 460 720	124,442
Rosenwald, Julius, Elementary School	6501 Barkley Drive	70131	398-7105	351,985 8.08	1972	Main Bldg.	75,876	75,876
Walker, O. Perry, Sr. High School	2832 General Meyer Avenue	70114	363-1072	1,022,280 23.47	1970 1970 1970 1970 1970 1970	Bldg. A - 1st Floor Bldg. A - 2nd Floor Bldg. B Bldg. C Bldg. D Bldg. E Bldg. F - 1st Floor Bldg. F - 2nd Floor	12,117 8,811 22,608 9,200 22,685 15,015 40,460 41,162	172,058

- (c) The proposed facilities may require certain repairs and renovations for code compliance. Orleans Parish School Board is obligated to make and fund such repairs and renovations such that the buildings are code compliant.

XI. MISCELLANEOUS

- 38. Provide detailed information on arrangements that will be made regarding the providing for the safety and security of the students and staff and also of the school location.**

With regard to Security personnel, there are two potential paths: one, negotiate with the New Orleans Public School District to make available select personnel during school hours with an outsourced contract covering the off-hours, weekend, and holiday monitoring and response; or two, outsource the Security function entirely.

In either case, outsourcing will be required with a third-party vendor. The vendor would be responsible for the screening, hiring, certification, uniforms, scheduling and training of security personnel, and for monitoring, protecting and securing school personnel, students, grounds and property.

- 39. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided, taking into consideration the Louisiana Code of Governmental Ethics, including its prohibition against "related party transactions."**

The Algiers Charter Schools Association would lease all of its school facilities without cost from the Orleans Parish School Board.

- 40. Please provide any other information that you think would be helpful to BESE in their evaluation of your application.**